



GOVERNMENT OF SAMOA

MINISTRY OF EDUCATION, SPORTS AND CULTURE

SCHOOL MANAGEMENT & ORGANIZATION MANUAL

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5. SCHOOL MANAGEMENT AND ORGANIZATION

5.1 Overview

This Manual identifies the major elements of school management for Government Schools in Samoa and provides guidance and support to School Committees and Principals in fulfilling their roles and undertaking their tasks.

The powers of School Management exercised by Principals and School Committees must:

- operate within the legislation and regulations established by Parliament;
- operate within the policies of the Government of Samoa and the MESC; and,
- be consistent with the Ministry's mission which is "to enhance opportunities for all learners", and in accordance with the key values upon which the Ministry's service delivery is based. These values are explained below.

Key Values

The concept of *equity* requires that the system will treat all individuals fairly and justly in the provision of educational opportunities.

Education *quality* is exemplified by high standards of academic achievement, cultural understanding and social behaviour.

Relevancy in education implies a system which is meaningful, recognized, applicable and useful to one's life.

Efficiency in education is demonstrated by management practices which ensure optimum use of resources human, financial and material – at all levels, efficient services delivery, unhampered communication and coordinated decision-making.

The Partnership

There is a partnership in the provision of Government schooling in Samoa between the local communities (villages/districts) and the Government (Ministry of Education, Sports and Culture (MESC)).

Village/district communities provide the school buildings, furniture and equipment and are responsible for the maintenance of the school and its environment.

The MESC appoints the principal and the teachers and pays their salaries and provides stationery and curriculum materials to the school.

Controlling Authority

The Controlling Authority of the School is the School Committee, which performs its responsibilities on behalf of the village/district community and the MESC.

The Responsibilities of all Parties

Responsibilities of the Local Community

- provide school buildings, facilities and equipment as required in accordance with the minimum standards set by the MESCC (*Education Facilities Planning Handbook*).
- be accountable for the maintenance of all school facilities, grounds and environment.
- ensure the safety of teachers and students.
- clearly define the boundaries of the school grounds on which the school is located.
- support and adhere to the provisions of the Compulsory Education Act.

Responsibilities of the Ministry of Education, Sports and Culture

- appoint the principal and the teachers and pay their salaries;
- employ sufficient teachers to meet teacher student ratios as set out in the MESCC policies;
- provide adequate in-service training opportunities for principals and teachers;
- provide the available curriculum resources to enable teachers to meet national curriculum statements and examination prescriptions;
- provide relevant stationery supplies;
- provide regular information on ministry policies and requirements;
- provide the training and support necessary to ensure the smooth operation of the School Committee;
- monitor progress on the commitments outlined in the *Agreement* including the submission of the Annual Report.

The Responsibilities of the School Committee

The responsibilities of the School Committee are detailed in the next Section.

The Responsibilities of the School Principal

The principal is appointed by the MESCC. Employment terms and conditions of the principal are governed by the Public Service Commission and Ministry regulations.

The Principal is responsible to the Chief Executive Officer (CEO) for the general administration and the overall academic performance and well being of the students and the supervision and professional development of the teaching staff.

The Principal will provide advice to the local members of the School Committee on the resource requirements for the teaching and learning program of the school.

The principal is responsible to both the Ministry and the school committee for the efficient day-to-day running of the school.

The principal is a permanent member of the school committee.

The Responsibilities of Parents

Parents should become involved in schools because children do better at school when:

- teachers know more about the children and parents know more about the school: and,
- parents support teachers and the school.

Under the Education Legislation, it is primarily the responsibility of parents to enroll their children at school. Attendance is compulsory between the ages of 5 and 14 years, or until completion of Year 8 (normally at the age of about 12 or 13), unless exempted by the CEO.

Parents are advised that children aged 5 to 14 years are expected by law to attend every school day unless illness or special family circumstances prevail. A note to the class teacher is required explaining any absence.

It is also the responsibility of the parents to ensure that:

- they provide support to the school as required;
- all school fees, as determined by the committee, are paid in full at the beginning of each term; and,
- children are clean and neatly attired in the approved school uniform.

The Responsibilities of Students

Students are expected to:

- develop socially as members of the community;
- behave in a safe manner in the school;
- participate in conservation and learning to care for the environment;
- develop an appreciation of local arts and crafts;
- be involved in the community's social and cultural activities;
- participate in sports;
- participate in visits, trips and other outdoor educational experiences;
- participate fully in school activities and to respect school rules and regulations.

The Responsibilities of the School Review Officer

The School Review Officer will act as liaison officer between the Ministry and the school, and maintain an effective relationship with the committee on behalf of the Ministry.

The main responsibilities of the School Review Officer are to:

- monitor the performance of a school;
- ensure that the school is delivering an education to its students to the required standard including school buildings, facilities, equipment, curriculum and teaching approaches;

- ensure the effective operation of the School Committee;
- ensure prompt responses to requests from the School Committee for help and advice;
- ensure prompt responses to requests from the Principal for administrative and other support;
- ensure prompt responses to requests from teachers for teaching materials and training.

5.2 SCHOOL COMMITTEE

The Controlling Authority of the school is the School Committee which performs its responsibilities on behalf of the local community (villages/districts) and the Government of Samoa (MESC).

Responsibilities of the School Committee

- prepare an annual budget indicating sources of income and allocation of expenditure;
- ensure that the determination, collection and disbursement of school fees and any other funds raised is in accordance with the annual budget and MESC policies;
- be responsible for enforcing compulsory curriculum requirements, determining and providing optional curriculum requirements;
- be accountable for the proper use of government provided resources;
- prepare and manage a School Maintenance Plan;
- maintain an up to date asset register;
- conduct business to ensure efficient and effective management of the school; and,
- ensure that the behaviour of students at each school is in accordance with Government requirements and the expectations of the parents of the school and the local community.

In carrying out these responsibilities, committee members will:

- serve the school community to the best of their ability in an honest, reliable and trustworthy manner and exercise loyalty to the school;
- maintain the confidentiality of information on the MESC, School Committee, teachers, parents and students;
- support the principal, staff, parents and students;
- respect the principle that individual members do not act independently of committee decisions; and,
- raise all matters pertaining to the school with the Principal in the first instance, and the SRO in the second instance.

5.2.3 Associated Support Groups

Groups such as Parent Teacher Associations, Ex-students and other associations have an important contribution to make in supporting the School Committee in general and for special projects.

The School Agreement

Each School Committee will discuss and sign a School Agreement.

The School Agreement will form the basis of the working relationship between the School Committee and the MESC and will describe the respective roles of the MESC and the School Committee.

The School Agreement should enable each school to provide for the education of every child normally resident in the area served by the school, by:

- honouring at all times the obligation to prepare every student to make the transition to full membership of Samoan society;
- ensuring that all students are given an education which respects their dignity, rights and individuality, challenges the students to achieve personal standards of excellence and to reach their full potential;
- accepting that every student shall have the best possible learning opportunity, involving the provision of a balanced curriculum enabling the students to acquire existing knowledge and skills and at the same time developing capabilities to create knowledge and practice new skills;
- fulfilling the obligation to meet the Samoan curriculum objectives as established by the MESC;
- specifying local curriculum goals and objectives that take into account the needs and interests of the staff and the aspirations and resources of the community;
- adopting policies and practices which redress inequities and address issues relating to special-needs students;
- aiming to develop high academic standards, particularly in literacy and numeracy;
- working to develop excellence in all aspects of work, social and recreational activities and encouraging independence and self discipline;
- providing a teaching environment in which all teachers find job satisfaction and are able to fully develop professionally; and,
- managing the physical and financial assets of the school in a responsible way.

A sample of the School Agreement format is shown in the Appendices.

Composition of School Committee

Each School Committee should consist of at least five members one of which is to be the School Principal as the MESC representative.

For district Secondary Schools, each village should be represented on the School Committee.

NB: The following schools do not have School Committees. Samoa College, Avele College, Vaipouli College, Leifiifi College.

Sub-committees and Office Bearers

Each School Committee should have a:

- Chairperson
- Treasurer
- Secretary

School Committees may establish Sub-Committees to assist their work. For example: Facilities and Maintenance Sub-committee.

Preparation of Agenda and Minutes

An agenda will be prepared for each meeting indicating the date, time and place. The Principal and School Committee Chairperson prepare the agenda using the template in the Appendix. The agenda

will include reports from:

- Principal
- Finance
- Maintenance
- Any other matters

The secretary is to take minutes of each meeting in the Minute Book provided by the MESC. The minutes should only record major points or decisions or actions to be taken by the School Committee. Minutes of all committee meetings are to be maintained at the school.

Meeting Procedures

The committee shall meet at least twice each term. The Chairperson should manage all the School Committee meetings so that:

- the meetings start on time;
- the meetings stay to the agenda;
- the discussion stays focused on the agenda; and,
- a summary is made of the discussion and the decision made by the School Committee before moving onto the next agenda item.

The Annual Plan

The School Committee is responsible for preparing the School Annual Plan.

The school's annual plan sets out the targets in different areas which the school aims to achieve during the year. The school's annual plan is made up of:

- the School Improvement Plan;
- the school budget;
- the school Curriculum Plan; and,
- the school Maintenance Plan.

The annual plan is to be completed by the end of February each year.

The Annual Report

The Annual Report will be prepared by the School Committee at the end of each school year. An **Annual General Meeting** or Prize Giving will be held at the end of each school year. All parents, teachers and other interested community members may attend. An agenda will be prepared and made available beforehand indicating the date, time and place. Minutes of annual general meetings are to be recorded and maintained at the school.

The Annual Report will report against the Annual Plan. It will report about the:

- School Improvement Plan;
- School Budget;
- School Curriculum Plan; and,
- School Maintenance Plan.

A copy of the Annual Report is to be forwarded to the CEO within a month of the Annual General Meeting through the School Review Officer.

Draft agendas and minutes for school/college committee meetings and annual meetings are shown as Appendices.

5.3 FINANCIAL MANAGEMENT

A major function of the School Committee is to manage the finances of the school in a financially responsible and educationally appropriate manner through:

- preparing an annual budget of income and expenditure,
- accounting for all school fees collected, reconciling the total amount of fees collected with the number of students enrolled each term;
- paying all accounts promptly and recording all expenditure and other transactions; and,
- reporting on the financial management of the school at the committee meetings and to the school community and the CEO on an annual basis.

The school financial records shall be subject to periodic audit by the MESOC.

Fundraising

School Committees are required to make prior written submissions giving reasons for the fundraising to the School Review Officer.

Any fund raising to be conducted by a school (e.g. raffles, muftis etc.), must be approved in writing by the School Review Officer.

Students must not be approached for any fund raising activity without the prior approval of their parents/guardians.

No one is to have students sell raffle tickets on their behalf or for outside organizations without prior approval from the CEO.

Aid Grants from Overseas Donors and Local Associations

All schools planning to seek assistance from overseas donors or local embassies, high commissions and associations should consult the S.R.O for endorsement prior to seeking approval from the CEO.

SCHOOL BUDGETING AND FINANCIAL MANAGEMENT

The school budgeting and financial management process involves five basic steps:

1. Drawing up a simple budget by matching expected income with planned expenditure priorities
2. Collection of school fees and issuing receipts for all fees received.
3. Checking before any expenditure is made that it has been provided for in the budget.
4. Accurately recording the actual expenditure as it takes place.
5. Operating a bank account into which all fees are deposited, funds are then withdrawn, as expenditure is required.

Step 1: Drawing up a simple budget by matching expected income with planned expenditure priorities.

Expected Income:

Possible Sources:

School Fees – determine the annual total for school fees collection by multiplying the number of students by the term fees and multiplying the total by 3 (the number of terms)

School Funds – determine the amount of expected school funds from the School Committee.

Fund Raising – estimate the amount of extra funds to be raised for the year

Donor Funds – estimate the amount of funds from Donor organisation

Other Funds – list any other source of funds during the year.

Once the income has been determined the next step is to set priorities for expenditure.

Expected Expenditure:

Utilities: The approximate amount for utilities such as water, electricity and telephone for the year would be known and should be set aside before allocating the rest of the expenditure according to the priorities set out below.

Priority One – Teaching Materials: This item covers adequate teaching materials, library and textbooks and other equipment. It is the major expense item: about fifty percent of the annual budget should be allocated.

Priority Two – Maintenance: The second priority should be the safety and security of the buildings and the health and well being of the teachers and students. All broken roof areas, toilets, taps, water pipes, windows, doors etc should be fixed as soon as they are broken. A set amount, say twenty percent of the annual budget should be set aside for this item. What is not needed to be spent one year can be carried forward to the next year for the school improvements.

Priority Three– Cleaning: The next most important item is the cleanliness of the school including classrooms, toilets and grounds. Sufficient funds based on experience should be set aside for cleaning materials, brooms etc. If the school is kept in good order and cleaning is regular then this item should not involve expenditure more than say ten percent of the annual budget.

Priority Four – Sports and Physical Education equipment: A suggested amount is ten percent of the annual budget.

Priority Five – Long term improvement: This item concerns the improvement of facilities in the long term through replacement of old classrooms, toilets, libraries and laboratory buildings. The suggested amount in the annual budget is ten percent.

Step 2 : Collection of School Fees:

The collection of school fees determines the financial success or failure of the school.

Two records are needed: a receipt book and a class lists book.

1. A pre-numbered receipt book issued by the MESC should be used. The school should have a simple rubber stamp made with the name of the school and all the receipts should be stamped. A receipt is issued for all fees collected showing the date, term, student's name and class, amount received and signature of person collecting the fees. The person paying the fees should always ask for a receipt at the time of paying the fees if one is not given automatically. A separate receipt should be written for each student's fees, even if fees are paid at the same time for more than one student from the same family.

2. The class list record book should list the names of all the students, by Year/class and show the amount collected, date paid and receipt number. The total amount in the class list record book for the term should equal the total number of students multiplied by the fee rate for that term.

Both the receipt book and the class list record book will be audited by the school review officer and a report on any discrepancies must be sent to the CEO.

Step 3: Checking that expenditure is within budget.

Even though provided for in the annual budget, all expenditure should be approved by the committee prior to the expenditure being made. Where some small item (say under ST 20) is required urgently, the principal may spend the cash but then have the action confirmed by the committee at the next committee meeting.

Step 4 : Accurately recording the actual expenditure as it takes place.

All expenditure should be recorded in the cash payments book or Actual Expenditure Record Sheet. At the end of each term a report is made to the School Committee on actual expenditure.

At the end of the school year, a copy of the financial accounts showing actual income and expenditure for the twelve months is to be forwarded to the CEO through the School Review Officer.

Step 5: Operating a bank account.

This is a simple process with which everyone is already familiar through the operation of a personal savings account. A similar type of account is used with two signatures needed – those of the committee chairperson and the principal - for cash to be taken from the account.

The important factor is that all cash collected by way of fees or fundraising are to be first deposited in the account.

This is one of the most secure ways of helping to ensure that all money is accounted for in the proper manner.

An example of a School Budget and an Actual Expenditure Record Sheet is included in the Appendices.

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5.4 FACILITIES AND EQUIPMENT MANAGEMENT

The improvement of school facilities and equipment is an important part of School Improvement. Effective schools are safe, hygienic and secure environments for student learning with adequate buildings and facilities.

It is the responsibility of the Committee to provide adequate school buildings, facilities and equipment.

The Responsibilities of the School Committee Regarding Facilities

The School Committee is required to:

- manage the Asset Register;
- develop a Maintenance Plan;
- help budget for facilities provision; and,
- engage contractors to do work.

A Facilities Sub-Committee may be appointed/chosen to help in these tasks.

The Facilities Sub-committee may comprise a small number of members including:

- Chairperson;
- Principal; and,
- Treasurer.

Asset Registration

All assets purchased or donated are to be recorded in the Schools Asset Register. The assets to be registered are items with a life of more than 12 months and have a value of more than \$500.

A school's Asset Register and procedures for maintaining it are shown in the Appendices.

Procedures for Registering Assets

Step 1.

The details of all assets purchased for the school should be documented in the Asset Register when received by the school.

Step 2.

The stock take of school assets should be conducted each term by the Principal and the School Committee Chairperson and the date of each stock take is to be entered in the comments for each asset.

Step 3.

If an asset is lent then the date and the person to whom it was lent to is to be recorded in the comments column and signed by the Principal. The date of return and signature of the Principal to be recorded in the comments column.

Step 4.

The date and price received for the disposal of the assets to be recorded in the comment column with the Principals signature

School Maintenance Plan

It is the responsibility of the school committee to develop a programme for general maintenance. General maintenance will include:

- water supply;
- toilets;
- carpentry;
- electrical repairs;
- painting the school buildings;
- cleaning buildings;
- maintaining the school grounds; and,
- the supply, maintenance and replacement of furniture and equipment.

General maintenance must be allowed for in the annual budget.

To assist the School Committee, a sample School Maintenance Plan has been developed. All schools should adopt the format of this plan. An example of a Maintenance Plan is included in the Appendices. Each school will need to modify the example to meet its own needs.

The Maintenance Plan for a school is a schedule which sets out all the cleaning and maintenance tasks for the school on a:

- daily
- weekly
- monthly
- term and
- annual basis.

Structure of a Maintenance Plan

Considerations

- How critical is it?
- What needs to be done?
- When is it needed?
- Who is going to do it?
- How much will it cost?
- Are there any major issues?

Options of who could do the work

- Students – cleaning of classroom and school grounds.
- Staff – supervising cleaning of classroom and school grounds.
- School committee – school working bee or enlisting the services of a parent or friend of the school with the skills and knowledge to complete the work.
- School committee employs someone directly or on contract to do the required work.

Typical maintenance services needed:

- Plumbing
- Electrical
- General building maintenance (carpentry, glazing etc)
- Pest Control
- School Security
- Cleaning classrooms and toilets
- Cleaning school grounds

- Grass cutting
- Computer and school equipment servicing
- Painting
- Replacement (e.g. new roof)

Maintenance Checklist

The maintenance checklist provides a tool to help principals and school committees to identify and organise maintenance. The checklist can be used each term.

A copy of the checklist is included in the Appendices.

5.5 CURRICULUM AND STUDENT ASSESSMENT

School Curriculum

All government schools should have all appropriate curriculum and relevant materials for the delivery of a quality education to all its students.

Curriculum Plan

Each school is required to develop at the start of each year a Curriculum Plan as part of its School Annual Plan. The Curriculum Plan describes four areas for teaching and learning that the school has in place:

- Curriculum Provision;
- Course of Study Statement;
- Assessment and Reporting Program; and,
- Professional Development Program.

Examples of these documents are included in the Appendices.

Curriculum Provision

This is a description of the curriculum for the school. It describes:

- the subjects taught or teaching programmes offered at each level within the school;
- the student instruction time per week for each subject at each level; and,
- the total student instruction time for each level per week.

Primary Education

Years 1 to 8

All government schools must teach the five core subjects:
Gagana Samoa, English, Social Science, Basic Science and Mathematics.

In addition schools should teach Health, Arts and Physical Education.

Each of the five core subjects should be given equal time allocation to ensure the balanced development of each individual learner in the basic skills.

The development of basic literacy and numeracy skills at all primary levels establishes the necessary foundations for continuing education.

The **minimum** hours of instruction for primary students in Years 1 to 3 is 20 hours per week and in Years 4 to 8 it is 25 hours per week.

Secondary Education

The **minimum** time of instruction for students at secondary school is 25 hours per week.

Years 9 to 11

All secondary schools should offer at Years 9 to 11 the following subjects:
Gagana Samoa, English, Science, Social Studies and Mathematics.

Other subjects such as Agricultural Science, Design and Technology, Food and Textiles Technology, Business Studies, Health and Physical Education and other expressive and performing arts can be options depending on availability of necessary resources.

Years 12 to 13

Resources also dictate the offering of Accounting, Agricultural Science, Biology, Chemistry, Computer Studies, Design Technology, Economics, Food and Textiles Technology, Gagana Samoa, Geography, History, Physics and Typing at the senior secondary level.

Secondary Schools / Colleges who wish to offer new subjects for the School Certificate Examination must seek prior approval from the MESC indicating that they possess all the necessary and relevant resources. Only Secondary Colleges may present students for the Pacific Senior Secondary Certificate (PSSC).

Course of Study Statement

A course of study statement is prepared by the Principal and included as part of the Curriculum Plan. This is a statement by the principal to verify that the school provides an appropriate course of study for each subject at each level and that it meets the following criteria:

- complies with MESC student instruction time allocation; and,
- has logical educational progression from one year level to the next.

Professional Development Programme

The programme of professional development for teachers for the year must also be included as part of the Curriculum Plan. This is a planned programme of professional development for teachers which includes:

- ongoing review of training needs of teaching staff – general professional requirements and specific subject requirements;
- in-service training provided externally by the MESC, Faculty of Education (NUS) or other training providers; and,
- school-based in-service training.

Identifying teacher in-service training needs

An ongoing process of identifying training needs of teaching staff is necessary so that teachers can keep up-to-date with developments in the profession that relate to teaching pedagogy and subject content. The school may choose to use the following process to develop its professional development programme:

- Identify a broad focus for the year, e.g. feedback to students, formative assessment, numeracy;
- Senior teachers at each year level or Heads of Departments identify training needs for their class level, subject or department;
- Principal or senior staff member is informed of the training needs of teachers and the plans for in-service training courses; and,
- A professional development programme for the year is put together, discussed at a staff meeting and agreed to at the start of each year.

Assessment and Reporting Programme

This is the fourth component of the Curriculum Plan and it outlines the types of assessment and reporting programme the school intends to operate for the year. It should show what summative assessment is required to be recorded for each subject at each level and make a statement about the formative assessment requirements for teachers. The principal should also state how often student progress will be reported on to parents for each year.

Reporting requirements

Student achievement progress reports should be completed and issued to parents at least twice each year. Student attendance should also be recorded on this report.

External assessment of students

Literacy and Numeracy assessment is conducted at Years 4 and 6.

The MESC conducts a National Examination at Year 8 and the School Certificate Examination at Year 12.

The South Pacific Board for Education Assessment coordinates the PSSC Examination for Year 13.

Information on enrolment for these national assessments can be obtained from the Assessment Unit of the MESC.

5.6 HEALTH & SAFETY

Policies to ensure that the school is kept in a clean, tidy, safe and hygienic condition are to be instituted and enforced by the school committee. Damage to buildings which represents a danger to children should be reported to the committee immediately and measures taken to make the structure safe.

Cleaning of School Buildings

- All classrooms and rooms are to be tidied and cleaned daily.
- Toilets are to be thoroughly cleaned and kept in a hygienic state.
- Toilets are to be maintained so that they are functioning.
- Facilities for hand-washing should be available close to the toilets.
- All minor repairs and maintenance should be carried out as necessary.

Maintenance of drinking water supply

- Drinking water should be freely available to students and staff.
- Drinking water facilities should be kept clean and maintained regularly.
- Regulations about supply of water to the school should be adhered to.

Provision and maintenance of fire extinguishers

Where fire extinguishers are provided in the school:

- These should be maintained annually by the Fire Service.
- Teacher training on how to use fire extinguishers to be carried out regularly.
- Fire extinguisher usage to be clearly labeled.

First aid and safety kit

A first aid and safety kit should be available and accessible to all. Procedures should also be in place to ensure that students and staff have access to first aid if required:

- Training for administering first aid and basic medical accident procedures given for teachers;
- Appointment of staff member to be responsible for the first aid and safety kit; and,
- Include basic health and safety information in the Health Programme for students.

Safety procedures for fire and natural disasters

Each school should have procedures in place in case of fire or natural disasters.

- Procedures should be written up and checked that they comply with Civil Defence Guidelines.
- Training for staff is carried out regularly.
- Drills for students are carried out regularly.
- A copy of the procedures is placed in a prominent place in each classroom and students informed about them.

Temporary School Closure

From time to time it may be necessary to close the school. Circumstances include natural disaster (fire, flood, earthquake, poor sanitation and water supply), infectious disease, damage to buildings, dangerous chemical spillage in the area or as directed by the CEO.

In all cases, the first consideration will be the safety of children and staff. When time permits, the principal will consult with the school committee chairperson who will declare the school closed. If this is not possible the principal may close the school and advise the school committee chairperson as soon as reasonably possible.

Every attempt should be made to advise parents of the circumstances and approximate duration of the temporary school closure.

Security

Principals will establish procedures to ensure that school buildings and property are secure at the end of each school day to minimize vandalism to school facilities and the use of equipment by unauthorized persons. This will include:

- Procedures for lock up at the end of each day;
- Only authorised personnel to have keys to gates and school buildings;
- Procedures for notifying principal of damage to school buildings, facilities or equipment;
- Policy for authorised use of school facilities and equipment; and,
- Procedures for ensuring that all lighting and electrical appliances are switched off when not in use.

Policy for authorised use of school equipment

No item of school equipment shall be removed from the school by any committee member, staff member, MESCC employee, parent or student without written permission from the Principal. Such permission should be noted on the Asset Register. An example of a policy is included in Appendix. This policy outlines procedures to be followed when school personnel or other people borrow school equipment.

- The School Committee should discuss and agree on who should give the authority for the borrowing of school equipment. It is usual that the School Principal has this authority as school equipment is to be used to support teaching and learning programmes. However, a second person may be nominated to co-sign with the Principal in giving this authority.
- Authority can only be given if the equipment is not required for school use.
- The time for which the equipment is to be borrowed.

Science & Agricultural Science Chemicals and Equipment Storage and Safety

- All chemicals in a science laboratory or classroom should be stored safely and according to the laboratory standards and regulations to minimize accidents and to ensure safety for all users.
- Dangerous goods and chemicals should be labeled clearly with appropriate action for misuse clearly identified.
- Poisonous and corrosive chemicals should be kept at the lower shelves of cupboards and storage shelves. This will minimize chances of getting tipped over. Spills and leaks of these hazardous chemicals can cause serious accidents or may even result in explosions.

- Dangerous goods and chemicals should be stored according to recommendations given by the manufacturer or expert.
- All storerooms should be locked at all times with access limited to authorised personnel only.
- All chemicals must be stored at a height no higher than eye level. Storage of chemicals way above the head should be avoided. It is very dangerous to access chemicals from storage facilities by standing on chairs and desks. The chances of an accident are much higher.
- All sharp objects and equipment should also be locked away until needed.
- Diluted acids and other solutions should be used and kept in the lab or science room.
- Concentrated acids and bases are to be kept in a separate storeroom.
- Chemicals should never be stored in the order of their reactivity, because they can spark fires and explosions very rapidly once something goes wrong.
- Continuous check of the science store for breakage, leaks and damages is very important.
- Gas systems should be checked that they are closed and locked after use.
- Chemicals and hazardous goods should only be used if their use-by-dates have not expired.
- Very old and out of date chemicals should not be dumped anywhere. Advice from the CMAD Science Adviser or a disposal expert from the Division of Environment and Conservation or SPREP should be requested if the teachers are not sure of what to do with these.
- Motor-mower fuel and oil should be kept in a safe, secure place under control of the principal.

5.7 PERSONNEL MANAGEMENT

Professional Conduct

All Principals, Teachers and School Committee members are expected to maintain a high standard of ethical conduct at all times.

In addition to observing the Public Service Code of Conduct, principals and teachers should always:

- set and maintain high standards of work and behaviour in accordance with MESC policies;
- respect the individual talents and characteristics of the students;
- strive to assist all students to develop fully;
- respect the confidentiality of information about their colleagues and their students;
- accept responsibilities and be accountable for their decisions and actions, and;
- be punctual in attendance at school and at class.

Dress Code

All teachers are asked to observe a dress code appropriate to their profession.

Schools may develop a staff uniform to be worn on certain occasions.

Smoking & Drunkenness

Smoking is not permitted in classrooms or on school grounds.

It is an offence to be intoxicated or under the influence of drugs on the school premises.

Communication

All matters involving parents, students and the school should be handled by the Principal in the first instance. The Principal may ask the SRO to become involved.

All external matters concerning the school must be referred to the CEO through the SRO.

Handling unprofessional conduct

Minor Matters

For single minor offences the matter should be handled by counselling between the Principal and the teacher concerned.

The Principal should keep a written record.

Where the Principal and teacher cannot resolve the matter, it should be referred to the SRO.

Serious Offences

All serious offences or repeated offences should be reported in writing to the MESC.

Attendance

All schools are required to maintain an accurate staff attendance register, which should be available for inspection by the School Review Officer.

Teachers sign in and out each day.

The Principal must forward a fortnightly staff return to the MESC.

Principals must notify the School Review Officer of any teacher who has a poor attendance record without a valid explanation.

Leave

Teachers should provide Principals with as much advance warning as possible. Principals are responsible for forwarding leave applications to the MESC.

Leave applications must be completed for all:

- sick leave
- maternity leave
- study leave
- special leave
- Leave Without Pay (LWOP)
- Long Service Leave (LSL)
- bereavement leave
- other

All principals are to ensure that the procedures for the granting of leave are strictly enforced. Leave entitlements for teachers are included in the Appendices.

Performance Management

Performance management is a positive process used to improve and develop teachers and hence improve learning outcomes.

Performance appraisal is an important part of School Improvement. Performance appraisal will be linked to professional development plans.

The Performance Appraisal process will mean that:

- SROs will appraise principals
- Principals will appraise teachers.

Teacher appraisal should be based on teaching performance and professional attitude. This will require principals to visit classrooms to observe teachers at work.

Detailed procedures for performance management and appraisal are contained in Section 6.

5.8 STUDENT ADMINISTRATION

Student Enrolment

A student seeking enrolment in a school must make application to the Principal. If the student is between the Ages of 5 and 14 years and resides within walking distance of 2 miles of the school the student shall be enrolled.

If the student resides outside of 2 miles from the school the student may only be enrolled if the school has not exceeded its student enrolment capacity.

Student Attendance

The school should ensure students are comfortable, safe and able to learn by:

- providing children with a supportive school environment:
- developing programs to enhance the student's self image, confidence and desire to learn, and,
- encouraging parents to ensure regular attendance by the children.

Student attendance needs to be recorded in an attendance register.

The class teacher will mark the attendance roll twice each day, morning and afternoon. Weekly returns of attendance will be handed to the principal. Procedures for managing poor attendance by students will be established and followed by all teachers. Any pattern of lateness or absences without notes from parents/guardians, or frequent absences with parental/guardian knowledge, may be discussed by the principal with the School Review Officer and the School Committee

The principal may then take any or all of the following steps depending on circumstances:

- communicate with parents and establish a procedure for ensuring attendance in the normal manner;
- if absences continue, request the class teacher to report on the matter to the principal on a daily basis and request action by the School Committee, and,
- request a report from the local clinic if ill health is stated to be the cause.

The principal will report total attendance to the parents of every child on the mid-year and annual report cards.

Compulsory Education

The Education Legislation makes provision for Compulsory Primary Education for children in Samoa. Attendance is compulsory for children between the age of 5 years and 14 years who have not completed Year 8.

The Legislation also provides for a Certificate of Exemption from Enrolment under certain circumstances. Penalties for failure to enroll a child are provided.

Student Suspension

A Principal may suspend from attendance at the school any child for "disorderly conduct", which may be considered injurious or dangerous to staff and/or other pupils or whose attendance at school is likely to have a detrimental effect upon himself or upon other pupils.

The Principal shall immediately notify the parents and guardians of the pupil and the CEO of the suspension and the reasons for the suspension.

Such suspension of a pupil shall not exceed one week.

Student Expulsion

A student may not be expelled from a school without the prior approval of the CEO.

Student Conduct

The school should have policies on student behaviour and discipline for areas of misconduct. The policy should state how unacceptable student behaviour should be managed and the levels of discipline applicable to these. The policies should cover areas of:

- student attendance
- disrespectful behaviour towards teachers, other students and property
- theft of property
- violent behaviour towards teachers or other students
- disruptive behaviour in class and during school hours.

Student Dress Code

Each School Committee shall approve a student uniform for the school. The School Committee should consult with the parents and the local community before deciding on a school uniform or before any change is made to the school uniform.

Once approved by the School Committee the School uniform is compulsory for all students at the school except for "special occasions" declared by the School Committee or the Principal.

School Rules

All school rules must comply with the MESC regulations and school policies. All school rules must be endorsed by the School Review Officer.

Once endorsed all students must comply with the school policies, rules and regulations.

Exemptions to the school rules may be granted on cultural or religious grounds.

Corporal Punishment

It is a criminal offence for a Principal or a teacher to inflict any physical punishment on any student.

School Excursions

School excursions, as part of the curriculum, will be conducted from time-to-time. The Principal will advise the parents in writing. The parents will sign the notice signifying approval/non-approval and return it to the school. All visits are to be formally approved by the CEO beforehand. The following conditions will apply:

- one-day class visits when no special dangers prevail – 1 teacher per 20 students.
- bush trips, beach trips, boat trips (commercial vessels only – no private boats) and overnight trips – 1 teacher: 8 students.

Appendix 1

SCHOOL AGREEMENT

The fulfillment of the commitments and responsibilities outlined in this School Agreement between the Ministry of Education, Sports and Culture and the School Committee will ensure the provision of an education characterised by equity, quality, relevancy and efficiency and which honors the obligations to prepare every student for full participation in the Sāmoan society.

The school is committed to the promotion of the individual and society through a humane education aimed at integration and which will;

- foster the holistic development and self-esteem of individual students;
- encourage both a strong sense of indigenous identity and an international perspective;
- promote the social and cultural foundations of education; and,
- be responsive to economic needs.

The School will at all times operate in accordance with national education goals, policies and regulations of the Ministry of Education, Sports and Culture.

The Ministry of Education, Sports and Culture will:

- appoint a Principal and sufficient teachers to meet teacher student ratios as set out in the Ministry's policies;
- provide the available curriculum resources to enable teachers to meet national curriculum statements and national examination prescriptions;
- provide relevant stationery supplies;
- appoint the School Review Officer who will oversee the fulfillment of commitments outlined in the School Agreement on behalf of the Ministry of Education, Sports and Culture; and,
- provide training and advice to ensure the smooth operation of the School Committee.

The School Committee will:

- provide and maintain school buildings, facilities and equipment as laid down in the School Management Manual;
- be accountable for the maintenance and proper use of government provided resources;
- be responsible in providing for compulsory curriculum requirements and determining and meeting optional curriculum requirements;
- prepare an annual budget indicating sources of income and allocation of expenditure;
- prepare an annual report that will be presented to the Annual General Meeting of the School Committee with a copy submitted to the Chief Executive Officer through the School Review Officer;
- be responsible for monitoring compulsory education requirements; and,
- operate in such a way as to ensure efficient and effective management of the school.

This School Agreement will remain in force until such time as it is varied by mutual agreement with the Chief Executive Officer or is withdrawn by the Chief Executive Officer.

Tautāpīlīmai Levaopolo Tupae Esera
CHIEF EXECUTIVE OFFICER
MINISTRY OF EDUCATION, SPORTS
AND CULTURE

SCHOOL COMMITTEE CHAIR

Date: _____

Date: _____

Appendix 2

Draft Agenda – School Committee

_____ School/College

COMMITTEE MEETING

DATE:

TIME:

PLACE:

AGENDA

- | | |
|-------------------------------------|-------------------|
| 1. Welcome | Chair |
| 2. Apologies | |
| 3. Minutes of Previous Meeting | Circulated |
| 4. Matters Arising from the Minutes | Committee Members |
| 5. Principal Report : | |
| • School Program | |
| • Student Sports Program | |
| • Student Excursions | |
| • Teachers | |
| 6. Financial Report : | |
| • School Fees | |
| • Fundraising | |
| • Expenditure | |
| • School Budget | |
| 7. Maintenance of School Buildings | Principal |
| 8. Any Other Matters | |

Draft Minutes – School Committee Meeting

_____ School/College

COMMITTEE MEETING

MINUTES

Present

(Name)
(Name)
(Name)
(Name)
(Name)

Chair
Principal/Secretary

Apologies

(Name)
(Name)
(Name)

Minutes of Previous Meeting:

Note any changes to previous minutes.
Minutes accepted as accurate record of meeting.

Matters Arising From the Minutes:

Note any matters that were raised by members record action that is
to be followed up – what
when
by whom

Financial Report:

- School Fees – Report on fees collected and fees outstanding
- action to be taken to collect fees outstanding.
- Expenditure – Report of expenditure since last meeting
Record approval for expenditure.
- Budget Report of progress against the Annual Budget
- Record any action to be taken:– what
when
by whom

Principal Report:

Report of schools educational reporting program making any significant items.
Discussion of any items raised and note any action to be taken: what
when
by whom

Note any items concerning school staff.
Record any action to be taken: what
when
by whom

Maintenance of School Buildings:

Report of maintenance carried out since last meeting. Planning for future maintenance.
Record action to be taken: - what
-when
-by whom

Any Other Matters

Note any other matters.

Draft Agenda – Annual General Meeting

_____ School/College

Annual General Meeting

TIME:

DATE:

PLACE:

AGENDA

- | | |
|---|-----------|
| 1. Welcome | Chair |
| 2. Minutes of Previous Annual General Meeting | |
| 3. Matters Arising From the Minutes | |
| 4. Annual Report on School Program and Activities | Principal |
| ▪ Previous years academic performance | |
| ▪ Previous years sporting and social activities | |
| ▪ Current years academic program | |
| ▪ Current years sporting and social activities | |
| ▪ Teaching staff (numbers, movements etc). | |
| 5. Financial Report of Previous Year | Chair |
| ▪ Collection of School Fees | |
| ▪ Fundraising | |
| ▪ Expenditure | |
| ▪ Progress against Budget for Year | |
| 6. Draft Budget for New Year | Chair |
| ▪ School Fees | |
| ▪ Fundraising | |
| ▪ Expenditure | |
| 7. Maintenance Programme | Chair |
| ▪ Past Years | |
| ▪ Proposed for next year | |
| 8. Election of Office Bearers | Chair |
| 9. Any other Matters | |

Draft Minutes – Annual General Meeting

_____ School/College

ANNUAL GENERAL MEETING

Meeting held - TIME
- DATE
- VENUE

MINUTES

Present: Name Chair
Name Principal/Secretary
Name
Name

Number of Community members (other than committee members)
Number of staff (other than principal and other committee members)

Apologies Name
Name

Minutes of Previous Meeting:

Note any changes to previous minutes
Minutes accepts as accurate record of meeting

Matters Arising From the Minutes:

Note any matters that were raised and record action that is to be followed
up – what
when
by whom

Principal's Report on School Program and Activities:

Note significant items
Discussion of report
Report adopted by meeting

Financial report of Previous Years:

Discussion of Report
Report adopted by meeting

Draft Budget for New Year

Discussion of draft budget
Note amendments
Budget for New Year approved.

Maintenance Programme

Discussion on previous year program and proposed New Year program.
New Year Program adopted

Election of Office Bearers

Record names of Office Bearers elected.

Other Matters

Note matters raised and record any actions to be taken – what
- when
- by whom

Signed

Signed

Chair
Date

Secretary
Date

Appendix 3

SCHOOL BUDGETING AND FINANCIAL MANAGEMENT

_____ School/College			
ANNUAL BUDGET <u>20</u> _____			
INCOME			
School Fees*:	Term 1 (WST)	1,000	
	Term 2	1,000	
	Term 3	1,000	
School Fund		500	
Fund Raising		200	
Donor Funding		1,000	
Other (eg. village contributions)		1,000	
TOTAL BUDGETED INCOME:			5,700
BUDGETED EXPENDITURE:			
Water		440	
Electricity		600	
Telephone		<u>360</u>	<u>1,400</u>
<u>Remaining Income to be allocated:</u>			<u>4,300</u>
Repairs and Maintenance	(20 percent)	WST 860	
Cleaning Materials	(10 percent)	430	
Teaching Materials	(50 percent)	2,150	
Sports and Physical Education			
Equipment	(10 percent)	430	
Improvement of Facilities	(10 percent)	430	
TOTAL BUDGETED EXPENDITURE:			<u>4,300</u>

* For example, say 200 students at WST \$5 per student per term.

A copy of the annual budget is to be included in the school's Annual Plan at the beginning of the school year after approval by the School Committee.

Appendix 4

Actual Expenditure Record

School _____

Term _____

Budget Line	Budget	Actual Expenditure – Cash Payments												Total	Balance Remaining
		J	F	M	A	M	J	J	A	S	O	N	D		
Water															
Electricity															
Telephone															
Repairs and maintenance															
Cleaning															
Teaching materials															
Sport & PE															
Improvement of facilities															
<u>TOTAL</u>		<u>TOTAL</u>													

Signed _____ School Treasurer

_____ School Principal

Appendix 5

Asset Register

_____ School/College

ASSET REGISTER

Purchase Date	Description of Asset	Quantity	Supplier	Invoice #	Serial #	Purchase Price	Comments
1/7/99	Chiller & Freezer Rm.		Apia General Rewinder			\$23,300.00	
1/9/99	Air Conditioner		Apia General Rewinder			\$2,900.00	
1/10/99	Washing Machine		McDonald Motor Distributor			\$2,240.00	Sold 20/03/00
9/10/99	Air Conditioner		RM&J Keil			\$2,900.00	
20/3/00	Standard Fan		RM&J.Keil			\$500.00	
20/3/99	Padded Chairs	5	RM&J. Keil			\$550.00	
20/3/99	Filing Cabinet		RM&J.Keil			\$200.00	
24/4/00	Executive Chair		RM&J.Keil			\$600.00	
28/4/00	Electric Ceiling Fan		RM&J.Keil			\$700.00	
28/4/00	Electric Planer		RM&J.Keil			\$1200.00	
18/5/00	Electric Ceiling Fan		RM&J.Keil			\$600.00	
4/1/00	Coffee Table		Pat Ah Him			\$300.00	
2/2/00	Air Conditioner		Pat Ah Him			\$4,496.00	
1/2/00	Computer		Pat Ah Him			\$14,490.00	
5/2/00	UPS		Pat Ah Him			\$2,830.00	
7/3/00	Chairs for Comp. Rm	33	P. Ah Him			\$3,300.00	
8/4/00	Lab Stools		Pat Ah Him			\$4,000.00	
9/4/00	Burner Gas Stove	4	Pat Ah Him			\$11,000.00	

Procedures for Registering Assets

The assets to be registered are items that have a life of more than 12 months and a cost of more than \$500.

Step 1.

The details of all assets purchased for the school should be documented in the Asset Register when received by the school.

Step 2.

The stock take of school assets should be conducted each term by the Principal and the School Committee Chairman and the date of each stock take is to be entered in the comments for each asset.

Step 3.

If an asset is lent then the date and the person to whom it was lent to is to be recorded in the comments column and signed by the Principal. The date of return and signature of the Principal to be recorded in the comments column.

Step 4.

The date and price received for the disposal of the assets to be recorded in the comment column with the Principals signature

Appendix 6

Sample - SCHOOL MAINTENANCE PLAN

School : I.S.P. Primary School

Year : 2004

Task	Priority Urgent = U Not Urgent = N	To be completed by: (Date)	Who will do the work?	Special Requirements/ Equipment /Materials	Completed/Reasons Not Completed
1. Grounds clean up / rubbish removal.		Daily	Students		
2. Classroom / Hall cleaning		Daily	Students		
3. Toilet cleaning and disinfecting		Daily	Cleaner		
4. Replace 4 broken louvers	N	End of Term	Volunteer	Purchase louvers	
5. Blocked boys toilet	U	Tomorrow	Plumber	Toilet closed off until plumber arrives	
6. Fallen tree near rugby ground	N	End of Term	Volunteers	No danger or obstruction	
7. Broken lock on library door	U	Today	Volunteer	Purchase new lock	
5. Broken school radio	U	End of Term	Principal	Purchase replacement	

Principal: _____

School Committee Chair: _____

Appendix 7

Maintenance Checklist for Principals

The following maintenance checklist provides a tool to assist School Principals in identifying and organising maintenance. The Principal will be the focus for identifying maintenance works to be undertaken.

It is anticipated that the checklist will be used in the last weeks of each term. (It can be used more frequently if the Principal desires). This will enable the required works to be carried out during the school holidays. Any routine maintenance should be carried out at the same time.

ASSET – SITE	Yes	No	ACTION REQUIRED
Are there any dangerous situations on site? (Trees, rock slides, bogs etc.)			
Does the perimeter fence need to be made more secure?			
Are the gates difficult to close and lock?			
Is any additional grass cutting required?			
Is any play equipment missing? Are any repairs required?			
Are there any obvious leaks in the water mains? (Walk along water lines and look for soft spots).			
Are there any leaks from the water tanks?			
Are all down pipes from the roof connected properly?			
Is there any evidence of storm water blockage? (Ponding of water etc.).			
Is the main electrical supply secure? (No interference from trees etc).			
Is the fire service equipment in place?			
Are the school signs damaged or in need of repair?			
Are the rubbish bins in good condition?			
Is there any evidence of pest problems on the school site?			

ASSET – CLASSROOM BLOCKS	Yes	No	ACTION REQUIRED
<u>For each Block as a whole</u>			
Is there any evidence of damage to the block as a whole? (Walkways, steps, rails, roof spouting, roof lights, etc)			
<u>For each room in the block</u>			
Is there any damage to the external walls and paint?			
Is there any damage to any of the doors?			
Is there any damage to any of the door handles, locks etc?			
Are there any broken windows?			
Are the closing mechanisms on the windows mal-functioning?			
Is there any damage to the built in furniture, black boards or pin boards?			
Is there any damage to the internal walls and paint?			
Is there any damage to the floor coverings?			
Are any lights not working?			
Are any light switches faulty?			
Are there any power points that are not working or damaged?			
Are there signs of pest infestations?			
<u>For the Principal/Staff Room</u>			
Are there any leaks or blockages of the taps and sink?			
<u>For library</u>			
Are there books that are damaged and need repair?			
Are all the books placed in bookshelves?			
<u>For the toilets</u>			
Is there evidence of inadequate cleaning?			
Are there any problems with the supply of water to the toilets?			
Are there any signs of problems with any of the drainage from the toilets?			
Are any of the taps mal-functioning? (Leaking, difficult to turn or loose in their fittings)			
Are any of the cisterns not flushing properly or have damage?			
Is there any damage to any fittings?			

ASSET – EQUIPMENT	Yes	No	ACTION REQUIRED
<u>For Staff Room or Library</u>			
Are there any problems of damage or operation of the computer and printer?			
Are there any problems of damage or operation of the Photocopier?			
Are there any problems of damage or operation of the Phone and fax?			
<u>Furniture</u>			
Do any furniture items need repair or replacement?			

School

Course of Study Statement 2004

A Compliance with Ministry of Education, Sports and Culture time allocation requirements:

_____ School complies with the Ministry of Education, Sports and Culture teacher contact time requirements for:

Year 1 – Year 3 20 hours per week

Year 4 – Year 8 25 hours per week.

B Curriculum sequence and progression:

The Principal has verified that all teaching programmes are made up of achievement objectives sequenced in a manner that allows for logical progression from one unit to the next and from one year level to the next.

Signed: _____

Date: _____

Principal _____ **School**

Professional Development Programme 2004


Secondary School

School Focus

Assessment for Better Learning Outcomes.
Monitoring for Quality Teaching and Learning (National Focus).

School based whole staff training:

1. Term One – Tuesday April 8, 2003.
Principal led session on:
 - What is Assessment? – types, purpose, tools for learning.
 - Assessment and Reporting Programme requirements for the Dept of Education.
2. Term One – Tuesday April 29, 2003.
Principal led session supported by CMAD Subject Advisers:
Monitoring for Quality Teaching and Learning.
3. Term Two – Tuesday June 17, 2003.
FOE Senior lecturer Education:
 - Developing assessment tasks that enhance learning.
4. Term Three – Tuesday October 14, 2003.
HOD English and Mathematics
Report on use of teacher observation schedules to monitor quality of teaching and learning.

These are shown as  in the 2003 Professional Development Schedule.

Dept of Education In-service training:

In-service training for English, Maths, Science, Social Studies, Gagana Samoa, Business Studies, Food and Textiles Technology, Agricultural Science and Design Technology to be held in March / April and July / August.

Block Courses for Years 9 and 10 and Years 11 and 12 in the different subject areas during weeks one and two respectively of the Term One and Term Two school holidays.

This programme was developed and approved at a staff meeting held on Tuesday 18 March 2003.

Appendix 8

CURRICULUM PROVISION

SCHOOL 2004

	Languages		Literacy		Science and Applied Science		Mathematics		Social Sciences		Health and Wellbeing		Visual and Performing Arts		Other		Total Hours per week
Year level	Subject	Time Allocation	Subject	Time Allocation	Subject	Time Allocation	Subject	Time Allocation	Subject	Time Allocation	Subject	Time Allocation	Subject	Time Allocation	Subject	Time Allocation	20 hrs / week
Yr 1	Gagana Samoa English		Printing Reading		Basic Science		Maths		Social Studies		Health P.E		Visual Arts Music				
Yr 2	Gagana Samoa English		Printing Reading		Basic Science		Maths		Social Studies		Health P.E		Visual Arts Music				
Yr 3	Gagana Samoa English		Printing						Social Studies								
																	25 hrs / week
Yr 4	English Gagana Samoa				Science		Maths		Social studies		Health P.E.		Visual Arts Music				
Yr 5	English Gagana Samoa				Science		Maths		Social studies		Health P.E.		Visual Arts Music				
Yr 6	English Gagana Samoa				Science		Maths		Social studies		Health P.E.		Visual Arts Music				
Yr 7	English Gagana Samoa				Science		Maths		Social studies		Health P.E.		Visual Arts Music				
Yr 8	English Gagana Samoa				Science		Maths		Social studies		Health P.E.		Visual Arts Music				

CURRICULUM PROVISION
SECONDARY SCHOOL / COLLEGE 2004

	Languages		Science and Applied Science		Social Sciences		Mathematics		Technology		Business Studies		Performing and Visual Arts		Health and Wellbeing		Other Activities		Total Hrs per week
Year Level	Subject	Time allocation	Subject	Time allocation	Subject	Time allocation	Subject	Time allocation	Subject	Time allocation	Subject	Time allocation	Subject	Time allocation	Subject	Time allocation	Subject	Time allocation	25 hrs / week
Yr 9	English Gagana Samoa		Science Ag Sci		Social Studies		Maths		Design Tech Food & Textile Tech		Bus. Studies Economics Acctg		Visual Arts Music Performing Arts		Health P.E.				
Yr 10	English Gagana Samoa		Science Ag Sci		Social Studies		Maths		Design Tech Food & Textile Tech		Bus. Studies Economics Acctg		Visual Arts Music Performing Arts		Health P.E.				
Yr 11	English Gagana Samoa		Science Ag Sci		Social Studies		Maths		Design Tech Food & Textile Tech		Bus. Studies Economics Acctg		Visual Arts Music Performing Arts		Health P.E.				
Yr 12	English Gagana Samoa		Biology Physics Chemistry Ag Sci		Social Studies Geography History		Maths		Design Tech Food & Textile Tech		Bus. Studies Economics Acctg		Visual Arts Music Performing Arts		Health P.E.				
Yr 13	English Gagana Samoa		Biology Physics Chemistry Ag Sci		Social Studies Geography History		Maths		Design Tech Food & Textile Tech		Bus. Studies Economics Acctg		Visual Arts Music Performing Arts		Health P.E.				

Assessment and Reporting Programme

_____ School

Year _____

Year level	Description of assessment programme to be used by teachers at each year level *
1	
2	
3	
4	
5	
6	
7	
8	

* For example:

Weekly assessment, monthly assessment, topic/unit assessment, mid-term assessment, end of term assessment, end of year assessment.

Frequency of reporting to parents _____

Method of reporting to parents (at least twice per year) _____

Principal's Name _____

Principal's Signature _____

Assessment and Reporting Programme

_____ Secondary School/ College

Year _____

Year level	Description of assessment programme to be used by teachers at each year level *
9	
10	
11	
12	
13	

* For example:

Weekly assessment, monthly assessment, topic/unit assessment, mid-term assessment, end of term assessment, end of year assessment.

Frequency of reporting to parents _____

Method of reporting to parents (at least twice per year) _____

Principal's Name _____

Principal's Signature _____

Appendix 9

Pro – forma for development of Policies for Schools.

SCHOOL

(Name of Policy)

RATIONALE:

(Explanation about the objective of this Policy)

RELEVANT REGULATIONS:

The School Management Manual states:

(The policy needs to refer to the manual and regulations under which it must fit)

POLICY:

(The school states what it actually does in this area, referring to relevant people responsible for enforcing this policy as well as the procedures to follow)

This policy was passed by the School Committee on: _____

Signed: _____ **Chair of School Committee**

(While the policy may be developed by the Principal and staff, it must be formally approved by the School Committee)

Review date: _____

(All policies must be reviewed regularly – a cycle of School Review could already be in place or needs to be established.)

SCHOOL Policy for Student Conduct and Discipline

RATIONALE:

The policy for student conduct and discipline meets the necessary requirements as stated in the School Management Manual to ensure that students are comfortable, safe and able to learn by:

- Providing children with a supportive school environment;
- Developing programs to enhance student's self image, confidence and desire to learn.

The policy for student conduct and discipline will ensure that procedures for dealing with student misbehaviour or non-compliance with School Rules meet statutory requirements relevant to the use of Corporal Punishment and Dept of Education regulations for Student Suspension.

RELEVANT REGULATIONS:

The School Management Manual:

7.4 Compulsory Education

The Education Amendment Act 1992/1993 made provision for Compulsory Primary Education for children in Samoa.

7.5.3 Student Suspension

A Principal may suspend from attendance at the school any child for "disorderly conduct", which may be considered injurious or dangerous to staff and/or other pupils or whose attendance at school is likely to have a detrimental effect upon himself or upon other pupils.

The Principal shall immediately notify the parents and guardians of the pupil and the Director of the suspension and the reasons for the suspension.

Such a suspension of a pupil shall not exceed one week.

7.5.4 Student Expulsion

A student may not be expelled from a school without the prior approval of the Director.

7.5.7 Corporal Punishment

It is a criminal offence for a Principal or a teacher to inflict any physical punishment on any student.

POLICY:

Student Attendance:

All students are encouraged to attend school each day of the school year so as to increase their opportunities to achieve to their potential.

Students are required to bring a note signed by a parent or guardian when they return to school after non-attendance. If the teacher recognises that a pattern of poor attendance is starting to emerge, the Principal will be informed and a discussion with parents will take place. The SRO is also to be informed.

Students who are identified as missing classes without authority will be disciplined accordingly and parents / guardians notified. If the problem persists, then the Principal and SRO will meet with the parents/guardians of the student concerned to agree on a strategy to put in place.

Disrespectful behaviour towards teachers, other students and property:

All students are encouraged to behave appropriately and show respect towards teachers and other students as well as towards the property of the school and other people. Teachers will ensure that students are aware of the school rules and the behaviour expected of students during school time.

Teachers will inform students of behaviour expectations in their classroom and have these written up and placed on the classroom wall so that the class is aware of them. Discipline for not keeping within these expectations is the responsibility of the teacher but ongoing breaking of these rules that results in disruption of learning for the student or other students should be referred to a delegated senior staff member.

Teachers and all other school personnel will not use corporal punishment at any time to discipline students. People who do so will be dealt with under the regulations of the Dept of Education.

Breaking other school rules

Students who break other school rules will be referred to the senior staff member, delegated these responsibilities. The student will be disciplined according to the severity of the deed and in a manner consistent with other similar past situations. The parents/guardians of the students and the SRO should be informed about the involvement of students in serious offences and be required to attend a meeting where reparation or discipline is discussed and agreed to.

This policy was approved by the School Committee on:_____

Signed: _____ Chair of School Committee

Review date:_____

SCHOOL

Policy for use of school equipment outside of school activities

RATIONALE:

The policy for use of school equipment by school personnel outside of school time is required to ensure the security of such items as well as maintaining a record of the whereabouts of school equipment and assets.

RELEVANT REGULATIONS:

The School Management Manual:

5.1.1

- The School Committee is accountable for the proper use of government provided resources
- Maintain an up to date asset register.

7.2.4

Principals are to ensure that school buildings and gates to the school grounds are locked at the end of each school day to minimise vandalism to school facilities and the use of equipment by unauthorised persons.

POLICY:

All school equipment is the property of the school and its prime purpose is for use by school personnel to support teaching and learning programmes.

School equipment should not be taken out of school for private use unless permission is granted by the Principal before its use. A form, **Borrowing School Equipment**, is to be completed and handed to the Principal at least one week before the equipment is required to be borrowed.

Before the Principal grants permission for the equipment to be borrowed, he/she needs be reassured of the following:

- That the equipment is not required for teaching and learning during the time it is out of school.
- That the person borrowing the equipment is trustworthy and will look after the equipment properly.

This policy was approved by the School Committee on:_____

Signed: _____ Chair of School Committee

Review date:_____

SCHOOL
Borrowing School Equipment for Private Use

Name _____

Equipment to be borrowed _____

Asset Number _____

Date that equipment is to be borrowed for _____

Reason for request to borrow school equipment:

Have you borrowed school equipment before?	Yes / No
Did you get it back to school on time?	Yes / No
Was the equipment in good working order when you returned it?	Yes / No

I will undertake to look after the equipment borrowed from school and will ensure to get it back to school on time and in good working order. Any damages or breakages to the equipment will be reported immediately to the Principal upon its return to the school.

Signed _____ Date _____

Approval granted / not granted _____ Principal

Approval granted / not granted _____ School Committee Chairperson

Appendix 10

LEAVE

Leave for School Teachers

- The Chief Executive Officer, Ministry of Education, Sports and Culture (CEO, MESC) shall grant to school teachers leave during the periods of the normal school vacations observed in a school year. The total period of leave available is to be no more than 1/3 of the total time the employee spent in teaching duties in any school year unless otherwise directed by the CEO.
- Notwithstanding the provision of clause a) above, the CEO, MESC may direct a teacher to attend courses of instructions during any school vacation provided such courses do not exceed the aggregate period of one (1) month in any 'school year'.
- 'School Year' means the period of twelve (12) months ending on 31 January in any year.

Sick Leave

The CEO shall grant leave on full pay on account of sickness or an accident to an Employee, in accordance with the following scale, and subject to 'Conditions on which Sick Leave is granted by the CEO'

Schedule for Sick Leave			
Length of Continuous Service in years without taking sick leave	Aggregate period in days for which sick leave may be granted on full pay	Length of Continuous Service in years without taking sick leave	Aggregate period in days for which sick leave may be granted on full pay
Less than 1	5		
1	10	16	167
2	20	17	178
3	30	18	189
4	40	19	200
5	50	20	212
6	60	21	224
7	70	22	236
8	80	23	248
9	90	24	260
10	101	25	272
11	112	26	284
12	123	27	296
13	134	28	308
14	145	29	320
15	156	30	333
Thereafter: increased by 13 days for each completed year of service over 30 years. All sick leaves are recorded in consecutive working days. This scale applies only when no previous Sick Leave has been taken.			

PLEASE NOTE THAT ALL LEAVE CONDITIONS ARE SUBJECT TO FUTURE CHANGES BY THE PSC

Conditions on which Sick Leave is granted by the CEO:

The granting of Sick Leave are subject to the following conditions:

- a) Employees are entitled to only three (3) consecutive working days on sick leave without producing a medical certificate as evidence. Periods of over three (3) days, four (4) days or more, must be accompanied by a medical certificate from a medical practitioner in the form approved by the CEO.
- b) No pay shall be granted during any period of absence on account of sickness or disability arising from the drinking of intoxicating liquor, the improper use of drugs, or misconduct.
- c) Leave with pay for any one period of absence from duty allowed under this provision is to be calculated in consecutive working days and not consecutive days.
- d) Where an employee is on Annual Leave, and he or she becomes sick or injured as a result of an accident, and he or she is able to produce a Medical Certificate satisfying the requirements in (a) above, the employee is entitled to have their annual leave credited for the period of approved sick leave.

Chronic or Prolonged Illness:

The CEO may, in cases of chronic or prolonged illness, or in other special circumstances, grant an employee sick leave without pay for periods in excess of those specified in the above schedule for sick leave, provided that the CEO may not grant that leave for more than six (6) months.

Cash Payment in Lieu of Untaken Sick Leave:

- (a) The CEO shall authorize payment to an employee, at their current salary rate of up to 30% of the untaken sick leave entitlement, when he or she ceases employment due to:
 - (a) Retirement
 - (b) Resignation
 - (c) Becoming a Contract Officer
 - (d) Death
 - (e) Disability
 - (f) Other reasons approved by the Commission
- (b) There shall be no payment under this Instruction where an employee is dismissed for misconduct or a breach of the Code of Conduct under Section 34 of the Public Service Act 1977.

Sick Leave is to be computed in consecutive working days not working days. The following points are to be noted:

- (a) If an employee is absent on a Friday and the following Monday, the Sick Leave totals two days.
- (b) If an employee is absent on Friday and resumes work on the following Monday, the Sick Leave ceases on Friday and one day's Sick Leave only is debited against entitlement. The same applies if the Monday is a whole holiday.
- (c) If an employee commences Sick Leave on a Monday, that day is regarded as the first day of absence.
- (d) If an employee is absent on Sick Leave from Monday and resumes duty on the following Monday, he or she is debited with 5 days Sick Leave.
- (e) If an employee is absent on Sick Leave from Monday and resumes duty on the Monday fortnight following, he or she is debited with 10 days Sick Leave.

PLEASE NOTE THAT ALL LEAVE CONDITIONS ARE SUBJECT TO FUTURE CHANGES BY THE PSC

Maternity Leave

- a) The CEO shall, in appropriate circumstances, grant maternity leave to any female Employee other than a Wage Worker Maternity Leave for a period of not less than eight (8) weeks and not more than twenty six (26) weeks.
- b) Leave granted under sub-clause (a) will be full pay for the first eight (8) weeks and for any time thereafter shall be maternity leave *without* pay.
- c) Notwithstanding (a) above, the CEO shall, in appropriate circumstances, grant to any female Wage Worker Maternity Leave with pay for a period of not less than two (2) weeks.
- d) The CEO shall allow the Employee to utilize accrued annual leave during the approved leave period of maternity leave, upon request from the Employee.
- e) The CEO shall allow the Employee to utilize Sick Leave then due during approved period of Maternity Leave, upon satisfaction of requirements for granting of sick leave.
- f) Notwithstanding the above, the total aggregate period of maternity leave, annual leave and sick leave taken within the period of maternity shall not exceed twenty-six weeks (26) in any one year.
- g) Maternity leave is to be reckoned in consecutive weeks. Any Public Holidays and Commission Holidays which fall during the Maternity Leave period shall be added to the eight (8) weeks period.
- h) The female employee concerned should notify her Manager and CEO of the intended date for commencement of her maternity leave. In turn, the Manager and the employee concerned should discuss necessary work arrangements to ensure continued smooth work flow when the employee is away on maternity leave.

Paternity Leave

- (a) The CEO shall in 'eligible circumstances' grant to a male Employee up to five (5) working days of Paternity Leave with full pay in any one year.
- (b) Eligible circumstances' refer to the occasion of the legitimate or defacto spouse of a male employee giving birth to a child.
- (c) The male employee shall take the five (5) days of Paternity Leave either in consecutive working days or discretely, within the twenty six (26) weeks eligible period of confinement of their spouse.
- (d) The male employee shall apply to the CEO for Paternity Leave and provide sufficient evidence to the satisfaction of the CEO to support this entitlement to such leave.

PLEASE NOTE THAT ALL LEAVE CONDITIONS ARE SUBJECT TO FUTURE CHANGES BY THE PSC

Study Leave

a) Short Term Study Leave

The CEO shall, upon application from an Employee grant that Employee Short Term Study Leave, upon the terms and conditions determined by the Commission and set out below:

- i) Leave on full pay of one and a half (1 ½) days study for each paper may be granted to public servants who sit the examinations.
- ii) The period of one and half (1 ½) days study leave covers both study and examinations times.
- iii) In cases where examinations are for subject being repeated or failure to achieve a pass in previous attempts, only (1) day study leave may be granted.
- iv) Applications for this leave are required to be made to the CEO through the Divisional Head at least one (1) week before the examinations are to be held.
- v) The CEO may require the Employee to provide him/her with relevant documents to support the application for leave.

b) Long Term Study Leave

The Commission may, upon application from an Officer grant special leave of absence, upon such conditions as they see fit to enable the employee to pursue an approved course of study, instruction or training in Samoa or elsewhere. Some of the conditions are set out below:

- i) Only recipients of in-service training awards including postgraduate studies in crucial areas, e.g. medicine, of up to twelve (12) months duration may be granted study leave with pay.
- ii) Applicants who do not satisfy the requirement under (b), (i) above, any be granted study leave without pay.
- iii) The Officer shall sign a Scholarship Bond in accordance with the existing government policy on Scholarship Bonds.
- iv) An application for Long Term Study Leave shall be submitted to the Public Service Commission for approval. The following are to accompany the application of the Officer.
 - a) Supporting Documents such as letter of acceptance from University; and,
 - b) Endorsement of the CEO for the application
- v) When an Officer is on Study Leave, the CEO should make necessary arrangements for staff to take over the duties and responsibilities of the Officer while on Leave.

PLEASE NOTE THAT ALL LEAVE CONDITIONS ARE SUBJECT TO FUTURE CHANGES BY THE PSC

c) Government Paid Return Airfares for Overseas Training:

- i) An employee approved for overseas training for a period of six (6) months or longer, is entitled to Government paid return airfares for his/her spouse and two children aged twelve (12) years and further.
- ii) The airfares are granted mainly for the purpose of enabling the spouse and/or children to accompany the employee while staying overseas for studies. The airfares are not to be payable in cases where the spouse and/or children are staying in Samoa but would like to visit the employee overseas.
- iii) The Ministry with the employee undergoing overseas training shall prepare a submission to Cabinet for its approval if the employee is requesting Government paid return airfares. All costs for return airfares to be financed from the Ministry's budget.

Special Leave

A. Special Leave of Absence With Pay

- a) In special circumstances, the CEO may grant any employee special leave with pay on such terms and conditions as they CEO thinks fit.
- b) The special circumstances which are eligible under this category of Special Leave With Pay include:
 - i) Participation in national sporting teams, cultural or other national representative groups
 - ii) Attendance at graduation ceremonies for graduands of tertiary institutions;
 - iii) etc
- c) Notwithstanding the above, special leave with pay granted under the instruction may only be granted for up to maximum aggregate period of ten (10) days in any year. In this respect, an employee requesting special leave of more than 10 days in one year may be granted Special Leave Without Pay as in (B) below.
- d) The provisions under (A) above do not apply to other types of leave where specifically indicated . e.g. Bereavement Leave, Study Leave.

B. Special Leave of Absence Without Pay

- a) In special circumstances, the CEO may grant to any employee, upon request Special Leave Without Pay on such reasons as the CEO sees fit.
- b) Special circumstances which are appropriate under this category of Special Leave Without Pay include:
 - i) an employee nominated by the Government to be placed on secondment to another Public Sector Organization, Regional or International Institution and Organization.
 - ii) Requests for Special Leave Without Pay to take up private employment with Public Sector Organizations, Regional or International Institutions and Organizations as the CEO sees fit. For example, the CEO may grant a period of Leave Without Pay to an employee upon request to take up employment with the Samoa Water Authority or with the South Pacific Commission in Fiji.

PLEASE NOTE THAT ALL LEAVE CONDITIONS ARE SUBJECT TO FUTURE CHANGES BY THE PSC

- iii) Requests for Special Leave Without Pay on grounds of urgent private affairs of on compassionate grounds to any employee. For example, the CEO may grant a period of leave without pay to an employee requesting to undergo overseas medical treatment or the CEO may grant leave without pay to any employee requesting leave on occasion of his or her marriage.
- c) The Special Leave Without Pay granted under (A). (a) is subject to the following conditions:
- Approved Leave Without Pay may only be extended twice. Each extension shall not exceed the initial approved period to the leave without pay.
 - Approved Leave Without Pay for initial periods of less than two (2) months duration may be extended more than twice provided the total period of leave will not exceed six (6) months.
 - Aggregate periods of Leave Without Pay must not exceed nine (9) months for any three (3) years period of continuous service, except in special circumstances as determined by the CEO.
 - Positions vacated through Approved Leave Without Pay are to be filled by permanent appointment if such leave exceed six (6) months whether by the initial period granted or though extensions.
 - Thus employees who are on Approved Leave Without Pay for a period exceeding six (6) months duration are declared 'unattached employees', and they are to be registered in the Public Service Commission central official list of 'unattached employees'
 - Employees on Approved Leave without Pay for period exceeding six (6) months duration can be re-employed in the Public Service at such salary and conditions set by the Commission. However, this will be dependent on the availability of suitable vacant positions in the public service as well as the need to fill such vacant positions.
 - The above provisions do not apply to other types of leave where specifically indicated. e.g. Study Leave, Sick Leave Without Pay.

C. Any Leave Without Pay of more than 3 months shall not be counted as services for Leave Pay and entitlements.

Long Service Leave

- a) The CEO may grant Long Service Leave in accordance with the scale set out below to any employee who has completed not less than ten (10) years of continuous and satisfactory service.

Schedule for Long Service Leave

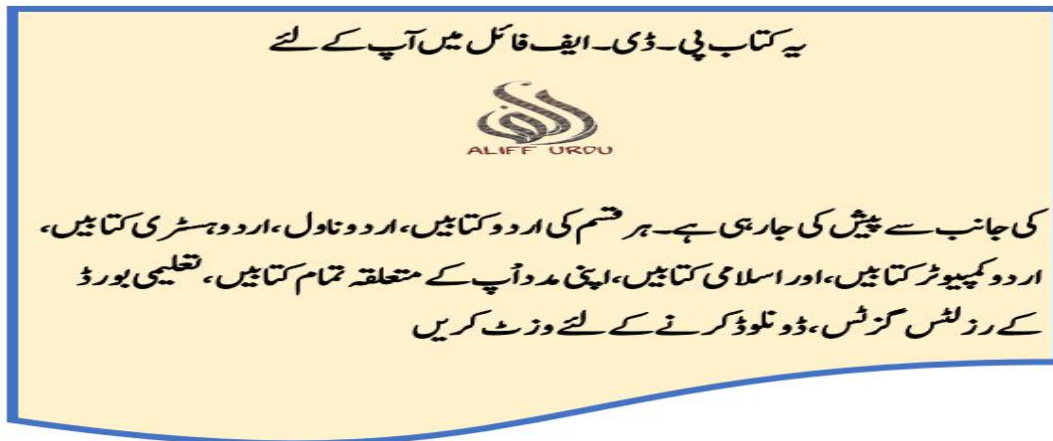
Length of Continuous Service Completed by Employee	Maximum Number of Days on full pay
10 years	7 days
15 years	8 days
20 years	9 days
25 years	10 days
30 years	11 days
35 years	12 days

PLEASE NOTE THAT ALL LEAVE CONDITIONS ARE SUBJECT TO FUTURE CHANGES BY THE PSC

- b) For the purpose of applying the above scale, periods of service that are not completed in years shall be counted, and be compensated for on a pro rata basis.

For example, if you have served 10 years and 10 months you are entitled to 75 ½ consecutive days on full pay (70) days for the 10 years and 5 ½ days for the 10 months served).

- c) The CEO may authorize a cash payment to an employee in lieu of any untaken long service leave that the employee is entitled to upon cessation of employment due to:
- i) Retirement
 - ii) Resignation
 - iii) Becoming a Contract Officer
 - iv) Disability
 - v) Death
- d) Any long service leave, which the Employee has taken under (a) or paid out under (c) shall be deducted from their entitlement to long service leave upon cessation of employment.
- e) A CEO may not grant an employee long service leave for a long period than the period obtained by calculating the period of the employee's basic long service leave entitlement (the basic period) and deducting from the basic period any period of paid sick leave which has exceeded the amount due to the employee under normal circumstances, and also deducting from the basic period of any long service the employee has taken.
- f) Any officer wishing to take long service leave must apply for such leave not less than once (1) month in advance. And where such an application is approved by the CEO, the CEO shall determine, not more than twelve (12) months from the date of such approval, the exact date such leave shall be taken.
- g) In determining the period of continuous service for the purpose of long Service leave, the CEO may include as service, subject to prior approval of the Commission any authorized period of leave granted to the employee or previous service approved to be counted as continuous service.
- See employment Instruction No. 12 for more details on 'Counting of Service'*
- h) There shall be no payment under (c) where an employee is dismissed for misconduct or a breach of the Code of Conduct under section 34 of the Public Service Act 1977.



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Bereavement Leave

- a) the CEO, in 'eligible circumstances' any grant an employee other than a wage worker, Bereavement Leave with pay, of up to three (3) consecutive working days plus 'traveling time'
- b) Notwithstanding (a) above, the CEO, in 'eligible circumstances' may grant a wage worker, Bereavement Leave with pay, of one (1) working day.
- c) 'Traveling time' as specified in (a) above, is one (1) day for all return-based inter Samoa Island travel including American Samoa and two days for all return based travel to other over seas destinations.
- d) Notwithstanding (a) above, Bereavement Leave with pay may only be granted for a maximum of three (3) consecutive working days on each occasion, and twice in any calendar year.
- e) 'Eligible circumstances; referred to above, is limited to the death of a member of the employee's family.

PLEASE NOTE THAT ALL LEAVE CONDITIONS ARE SUBJECT TO FUTURE CHANGES BY THE PSC